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ABSTRACT

This simulation allows students to experience colonial America during the days from the closing of the French and Indian War until the Declaration of Independence. It is designed to help students gain a knowledge of the historical period, an appreciation of the many cross-pressures that colonial citizens were subjected to, and a feeling for the total dimensions of revolution. Students are divided into three political groups - the loyalists, the patriots, and the neutralists. Students also represent different sections of the colonies and different areas. The play is conducted in three cycles with the group gaining political power through research and challenge projects, while dealing with the impacts of historical bulletins, pacts, and fate cards. The simulation climaxes on July 4, 1776, with the Second Continental Congress where students decide to declare their independence or not. (Contains a student guide.) (EH)

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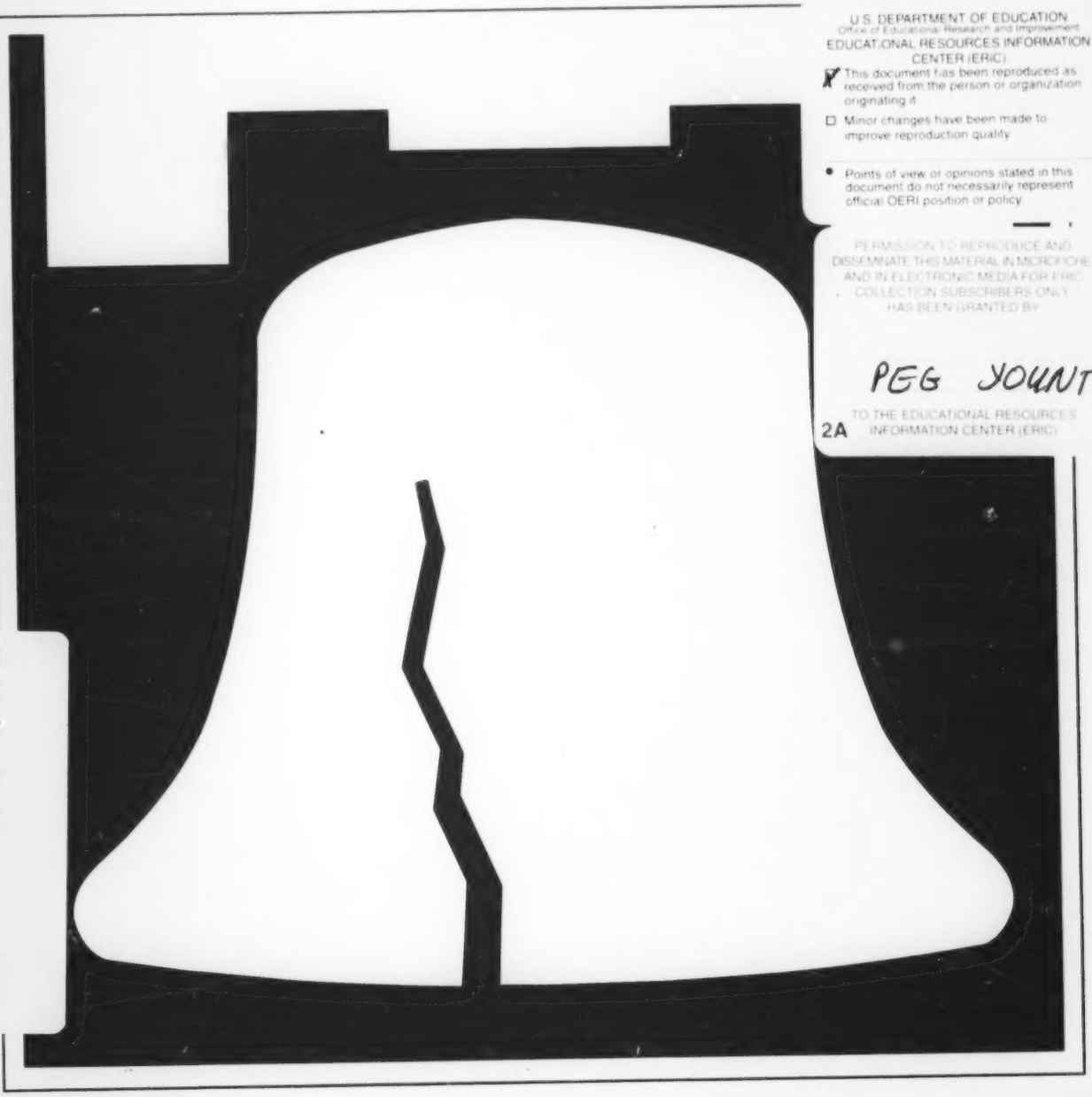
INTERACT
LEARNING THROUGH INVOLVEMENT

COMPLIMENTS OF INTERACT

INDEPENDENCE 2

A simulation of the American Revolution, 1763-1776



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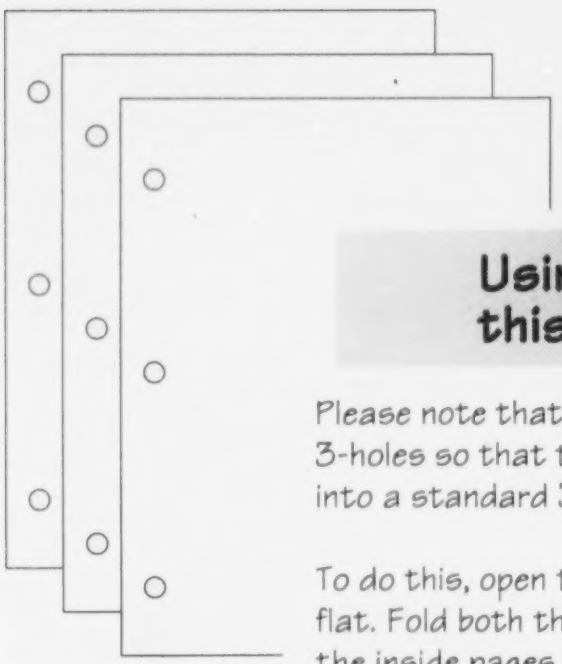

Using the masters in this Teacher Guide ...

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On the other hand, you may wish to leave the pages in this Teacher Guide and not place them in a separate 3-ring notebook. Note that the binder is so designed that unremoved pages will remain flat while on the copy machine's glass. However, if you choose this option, we recommend that you make a copy of each page you are going to duplicate as a separate copy master, saving the original pages in this Teacher Guide as your reserve masters.

INTERACT
LEARNING THROUGH INVOLVEMENT

SAMPLE

INDEPENDENCE 2

A simulation of the American Revolution, 1763-1776

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(INDEPENDENCE 2 is a revision of the simulation INDEPENDENCE.)

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PURPOSE

INDEPENDENCE 2 simulates Colonial America during the hectic days from the closing of the French and Indian War until the Declaration of Independence. Participating in this simulation will give your students knowledge of this historical period, an appreciation of the many cross-pressures that thousands of colonial citizens were subjected to, and, possibly more important, a feeling for the total dimensions of revolution. Specifically, your students will experience the following:

Knowledge

1. the issues and events that caused conflict between the colonies and the mother country, 1763-1776
2. the proposals debated and passed at the Stamp Act Congress, the First Continental Congress, and the Second Continental Congress
3. the date, author, and contents of our Declaration of Independence
4. why people become revolutionaries
5. the role of political agitators in fomenting revolution
6. the causes of revolution

Feelings

1. an appreciation of the relevance of the Declaration of Independence for today's America and for the world
2. an appreciation of the sacrifices made by those who supported the Loyalists and by those who supported the Patriots
3. a sense of the consequences involved in revolution
4. the dilemma of being cross-pressured by groups, each convinced it is right
5. the satisfaction of working hard and accomplishing goals
6. the excitement of winning a political battle and the agony of losing one

Skills

1. researching issues and events from the perspective of an assigned historical role
2. speaking an assigned role's historical viewpoint regarding an event or issue
3. fulfilling assigned tasks which help a group be prepared for a presentation on an historical event or issue
4. bargaining with classmates to accomplish goals
5. devising strategy and taking action in the proper historical perspective that either helps or hinders the revolution
6. utilizing power—legal and illegal—to help a cause

"... an appreciation of the relevance of the Declaration of Independence for today's America and for the world ..."

OVERVIEW - 1

During INDEPENDENCE students experience the coming of the American Revolution, 1763-1776. They are divided into three political groups. The **Loyalists** want to continue under British rule; the **Patriots** want to have a revolution and establish independence for the American colonies; the **Neutralists** are either undecided or indifferent. Students also represent different sections—New England Colonies, Middle Colonies, and Southern Colonies—and different areas—rural and urban.

The main thrust of the simulation deals with the efforts of the Loyalists and Patriots to cajole, threaten, bargain, and take certain actions available to them in order to get the Neutralists on their side. All students are assigned Power Units (POWS) to help them in the simulation. They use these **POWS** to take Pressure Actions (PACTS) against others. The **PACTS** consist of activities such as hanging somebody in effigy or boycotting certain stores. The effect of these PACTS is to cause a change in the recipient's POWS. The Patriots try to force people to become revolutionaries. The Loyalists strive to prevent revolution by hindering the Patriots and by aiding the Neutralists to remain neutral.

Cycle 1 The simulation begins as students are assigned roles in one of the three factions. They then assemble in their political meetings to begin Cycle 1. The actual historical events of the period 1763-1776 are read and the consequences for each individual are revealed. For instance, the first HISTORICAL BULLETIN is the Proclamation Line of 1763, which forbids settlement west of the Appalachians; thus, those affected by this event gain or lose POWS. After the bulletins are completed, the factions decide the PACTS they wish to take against other participants. As time passes, chance selects FATE CARDS, which bring omnipresent fate into the simulation. The factions' POWS' totals are affected by these FATE CARDS—historical events and/or forces beyond the individual's power to control.

The students then adjourn to the Stamp Act Congress, where they debate the actual issues that were discussed at the original Congress in October, 1765, in New York. During this phase students try to gain additional POWS by accomplishing assigned goals. They do this by bargaining, wheeling and dealing, and persuading others to vote with them. As an option, students may gain additional POWS by doing RESEARCH PROJECTS and CHALLENGE PROJECTS.

OVERVIEW - 2

Cycle 2 This cycle moves through activities similar to Cycle 1, where the HISTORICAL BULLETINS, PACTS, and FATE CARDS continue. Debates take place on the actual issues that so bitterly divided the American colonial citizens in the First Continental Congress. The factions lose or gain POWS depending on how many of the various proposals their side is able to get accepted or defeated, depending on their point of view. Since Neutralists can gain points only by joining one side or the other, there is great pressure on them to take a stand. Of course, they must face the fact that some action (i.e., PACT) may be taken against them by the faction they now oppose. (Neutralists, however, may change sides as often as they wish prior to any vote.)

Cycle 3 Finally, Cycle 3 continues with HISTORICAL BULLETINS being read, PACTS being issued, and FATES being administered. Then, the simulation climaxes on July 4, 1776, with the Second Continental Congress. Students must then decide whether or not to declare independence and thrust the country into a period of bloodshed, chaos, violence, and war. Afterward, students assemble in debriefing meetings to discuss the "first American revolution" and to analyze the simulation. Optional testing may conclude the unit.

SETUP DIRECTIONS - 1

1. **Assigning roles** Select one-third of your more aggressive and outgoing students. Assign one-half to represent the Loyalists and one-half to represent the Patriots. Using either of the following methods, assign the remaining two-thirds of your class to be Neutralists.
   - **Chance** Let fate assign students in its random way. Put all identities on small slips of paper in a "hat" for students to pull later.
   - **Designation** You may feel it necessary to simply assign the students to the role you want them to play.

Teaching Tip →

Carefully study the names and the identities' characteristics and responsibilities. You may feel it is best to assign students to particular roles.

2. **Duplicating** Make copies of the following forms in the number indicated in parentheses:
   - INDIVIDUAL SCORE SHEET (class set)
   - LOYALIST ARGUMENTS (one per Loyalist)
   - PATRIOT ARGUMENTS (one per Patriot)
   - PACTS TAKEN (12 per faction)
   - ACTIONS OF THE ___ CONGRESS (class set for each Congress)
   - CRISIS 1: STAMP ACT CONGRESS (class set)
   - OBJECTIVE TEST 1: STAMP ACT CONGRESS (class set)
   - CRISIS 2: FIRST CONTINENTAL CONGRESS (class set)
   - OBJECTIVE TEST 2: FIRST CONTINENTAL CONGRESS (class set)
   - CRISIS 3: SECOND CONTINENTAL CONGRESS (class set)
   - OBJECTIVE TEST 3: SECOND CONTINENTAL CONGRESS (class set)

   Options:
   - RESEARCH PAPERS (class set)
   - CHALLENGE PROJECTS (class set)

3. **Simplifying** If you wish to shorten the simulation or to simplify it for younger students (or students with less ability), do one or more of the following:
   a. Eliminate the FATE CARDS.
   b. Instead of holding the First Continental Congress, simply hand out CRISIS 2: FIRST CONTINENTAL CONGRESS, hold a brief discussion of what happened, and move ahead historically to the Second Continental Congress.
   c. Let students earn POWS by doing easier assignments (e.g., writing brief answers to questions on textbook reading or film viewing) rather than the RESEARCH PAPERS and CHALLENGE PROJECTS.

SETUP DIRECTIONS - 2

4. **Gathering resource materials** See your friendly school librarian at least two weeks prior to beginning the simulation. Have him/her locate books or articles similar to those included in the Bibliography. (Possibly you will want a **Reserve: INDEPENDENCE 2** area set up in your school library.) If you have quite capable students who have access to a college and/or public library, you may want to duplicate a Bibliography for them.

5. **Showing films** If time permits, you may wish to obtain one of the films listed in the Bibliography and show it to your class. (See the Teaching Tips in the left margins of this Teacher Guide.)

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AMERICAN REVOLUTION

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"Can the British Take Your Money: Two Rich Americans Debate the Issue," *Senior Scholastic,* September 27, 1973, v. 103, p. 12.

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Revolution (optional)—articles

Bonnie and Clyde: "Political Revolutionaries U. Meinhof and A. Baeder of West Germany," *Time,* February 7, 1972, v. 99, p. 37.

Goulet, D., "Needed: A Cultural Revolution in the U.S.: Excerpts from an Address," *Christian Center,* September 4, 1974, v. 91, pp. 816-818.

Films

(If time permits, you might wish to show one of the following recommended films.)

Freedom's Finest Hour, McGraw-Hill Films, #6918408, 54 minutes, color. Narrative of the American Revolution, illustrated with art of the period.

The American Revolution, Encyclopedia Britannica Educational Film Corporation, 16 minutes, color. Strategy and social forces that brought victory to the American colonies in the war.

The Declaration of Independence, McGraw-Hill Films, #656148-8, 21 minutes, color. Relationship between England and America that led to revolution; personalities behind the Declaration.

UNIT TIME CHART

(Intended as example, alter as desired.)

Introduction Introduce the simulation and have students read the STUDENT GUIDE Assign IDENTITIES Hand out several forms and discuss simulation procedure and sequence Introduce RESEARCH PAPERS and CHALLENGE PROJECTS, if using Explain INDIVIDUAL SCORESHEET **1**	**Introduction continues** Explain ID tags Distribute and explain PACTS, PACTS TAKEN, CRISIS 1: STAMP ACT CONGRESS Have political groups form circles Show introductory film or filmstrip **2**	**Cycle 1 begins** Political meetings Read and explain HISTORICAL BULLETINS 1-7 Announce PACTS; calculate results on INDIVIDUAL SCORESHEETS Assign CRISIS 1: STAMP ACT CONGRESS to be studied overnight **3**	**Stamp Act Congress** Convene Stamp Act Congress Call attention to RULES OF PROCEDURE in Student Guide Students record action on ACTIONS OF THE ___ CONGRESS form Administer OBJECTIVE TEST 1: STAMP ACT CONGRESS **4**	**Cycle 2 begins** Put students in factional groups; score test Read and explain HISTORICAL BULLETINS 8-17 Announce PACTS; calculate results on INDIVIDUAL SCORESHEETS Assign CRISIS 2: FIRST CONTINENTAL CONGRESS to be studied overnight **5**
First Continental Congress Convene First Continental Congress Students follow RULES OF PROCEDURE Students record action on ACTIONS OF THE ___ CONGRESS form Administer OBJECTIVE TEST 2: FIRST CONTINENTAL CONGRESS **6**	**Cycle 3 begins** Put students in factional groups; score test Read and explain HISTORICAL BULLETINS 18-22 Announce PACTS; calculate results on INDIVIDUAL SCORESHEETS Assign CRISIS 3: SECOND CONTINENTAL CONGRESS to be studied overnight **7**	**Second Continental Congress** Convene Second Continental Congress Students follow RULES OF PROCEDURE Students record action on ACTIONS OF THE ___ CONGRESS form Administer OBJECTIVE TEST 3: SECOND CONTINENTAL CONGRESS **8**	**Debriefing** Put students in factional groups; score test Debriefing Questions Students review notes overnight for essay exam **9**	**Testing (optional)** Essay exam **10**
Challenge projects (optional) Students present reports for extra credit **11**				

DAILY DIRECTIONS - 1

The periods are approximately 50 minutes long. You will have to adapt this sequence to your class schedule and your course purposes.

Day 1: Introduction

Note: Before class begins, place on the chalkboard the diagram of the room arrangement explained in No. 3 below.

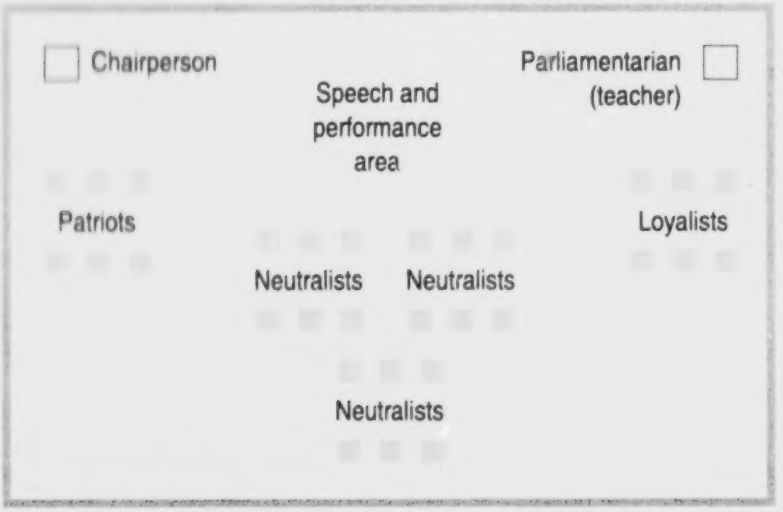
1. Explain and discuss INDEPENDENCE's purpose. Distribute Student Guide, allow time for reading, and answer any questions.

2. Decide how to assign IDENTITIES. You can either assign students to be in particular factions, or you can leave the roles to chance and have a random drawing. (Note: Because no women participated in the Stamp Act Congress or either Continental Congress, no women were included in the IDENTITIES. Tell girls they can assume the assigned role's identity or they can portray the identity's wife or friend.)

3. Point out to students the room arrangement diagram you have drawn on the chalkboard. Put Patriots in circle on the left facing the front of the room; Loyalists in a circle on the right facing the front; and the Neutralists in three or four circles of five to six students each in the center. Have students help you move furniture to match the diagram. Finally, ask the groups to assemble in their respective areas, according to their identity slip.

Teaching Tip

Of course, you may wish to modify this arrangement to fit your classroom situation.



4. Distribute the following forms and have the students examine them: LOYALIST ARGUMENTS (to Loyalists only); PATRIOT ARGUMENTS (to Patriots only). Tell the Neutralists they may join one or the other of the two political factions, later.

Teaching Tip →

Having a Reserve Shelf in the library and/or classroom will help your students do well.

5. If you are using the RESEARCH PAPERS and/or CHALLENGE PROJECTS options, pass out the handouts and allow time for the students to examine them. Encourage them to make decisions regarding both within the next few days. Tell them both will be due by the end of the unit, but if they wish to earn extra points in the simulation, they must do them as soon as possible during the simulation. Indicate a "Research Day" will be scheduled if possible.

6. Hand out and carefully examine INDIVIDUAL SCORE SHEET. Explain that their unit grade will be based on a combination of how effectively they accomplish the following:
   a. their goals at the Congresses
   b. their tests after the Congresses
   c. their research papers and/or text assignments
   d. their challenge projects (if using)
   e. staying "in character" while playing their identities

7. Tell students to study their materials overnight.

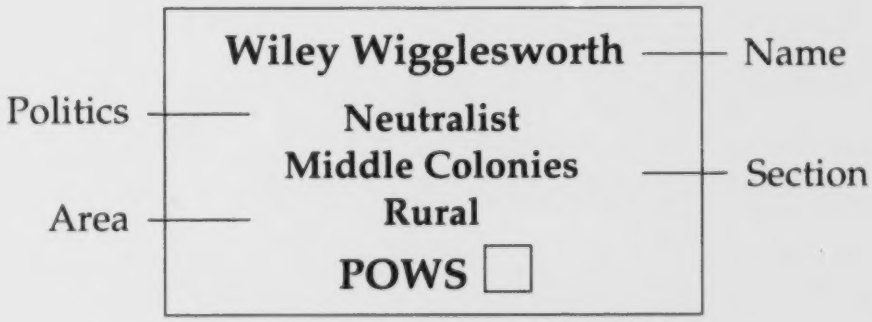
Day 2: Introduction continues

1. Have students sit according to their politics—Patriot, Loyalist, Neutralist.

Teaching Tip →

Your girl students may ask why there are no female identities. Explain that women did play important parts in the American Revolution; however, they did not participate in the congressional debates—at least not directly. Encourage them to assume the male identities or to think of themselves as strong wives such as John Adams' wife Abigail. She was a brilliant woman who certainly let John know what she felt!

2. Explain that by Day 3 everyone must make his/her own ID tag of about 5"x7", which is to be worn in class during the simulation. The tag should be made with construction paper or cardboard. It can be either pinned on or can hang from the neck (string tied to the tag in two places). Draw a model for an ID tag on the chalkboard or on the overhead projector. Here is an example:



Point totals are kept in pencil and are changed daily.

DAILY DIRECTIONS - 3

3. Encourage students to use their imagination and reveal their personalities in decorating their ID tags' edges and backgrounds.

Teaching Tip →

*Carefully explain that **POWS** reflect economic and political power citizens may use to achieve their goals. **PACTS** represent the actions citizens carry out as they use their "power" to achieve their goals.*

4. Distribute and explain the following forms: PACTS TAKEN; CRISIS 1: STAMP ACT CONGRESS. (Note: At this time students will be most interested in understanding the PACTS (Pressure Actions) they get to take against one another. As you explain PACTS, have students take notes on these points:
   a. PACTS taken against someone cause that person (and his/her faction) to lose points (i.e., POWS);
   b. PACTS may also be used by a faction to help someone inside the faction; for example, some POWS may be spent for personal bodyguards.

5. If time remains, show a film or filmstrip as an historical overview.

Day 3: Cycle 1 Begins

1. Have students sit according to their political faction.

2. Read and explain the HISTORICAL BULLETINS 1 through 7. Announce the gain or loss of POWS from the bulletins. Then have students record the results on their INDIVIDUAL SCORE SHEETS.

3. Have factions decide on what PACTS they wish to take. Tell them they are limited to three only per cycle. Also, tell them to record the action, whom it was taken against, and the number of POWS it cost on their PACTS TAKEN forms.

*Note: Although **PACT** actions are determined by the group, individual members must contribute the **POWS** necessary for the faction to take a certain action.*

4. Have faction chairperson announce his/her PACTS to the class. Use the following order: Patriots, Loyalists, and Neutralists.

5. Record gain or loss of POWS on INDIVIDUAL SCORE SHEETS.

6. Have a representative from each group—Patriots, Loyalists, and Neutralists—chose a number from one to six to determine the group's fate for the day (i.e., FATE CARD), which injects the element of chance into the simulation. Then read the FATE CARD and announce the gain or loss in POWS. Students then record this figure on their INDIVIDUAL SCORE SHEETS.

*The chairperson also picks individual members from his/her group who are affected by the **FATE CARDS**.*

7. Have everyone take out the CRISIS 1: STAMP ACT CONGRESS sheet. Tell students to examine this form overnight. They then are to decide which proposals they want adopted. Encourage them to bargain and made deals outside of class.

Students should take into account their role identities when they do #7.

DAILY DIRECTIONS - 4

Day 4: Stamp Act Congress

1. Have students sit according to their faction—Patriots, Loyalists, Neutralists. The chairperson of the South Carolina delegation, Christopher Lancaster, serves as the chair of the entire Congress.

2. Have students refer to the RULES OF PROCEDURE in their Student Guides. Briefly go over the debate process, having students referring students to these rules.

Teaching Tip →

You act as the parliamentarian for all congresses. Make rulings only on procedure, not on debate content—regardless of what it might be. Simply make note of what has happened so that you can bring it up during any debriefing following congressional sessions.

3. After the chairperson has been selected, have him/her conduct the Congress according to the RULES OF PROCEDURE.

4. After the Congress has adopted its proposals, instruct students to record them on an ACTIONS OF THE ____ CONGRESS sheet.

5. Have students determine the number of POWS they gained and record this number on their INDIVIDUAL SCORE SHEETS. (Each Patriot gains 10 POWS for each proposal passed; Each Loyalist gains 10 POWS for each proposal defeated; Neutralists gain nothing unless they aligned themselves with a particular faction ***prior*** to the vote on each proposal. See the RULES OF PROCEDURE in the Student Guide.)

6. After the Congress is over, briefly call the students' attention to what really happened and compare it with what they did. If there are any differences, ask students why, but do not dwell on these at present since the issues come up again in future congresses. *(Historical note: Proposals 1, 2, 3, 4, and 6 were adopted at the Stamp Act Congress in 1765.)*

7. Have students move their desks so that all face the front of the room. Pass out and administer OBJECTIVE TEST 1: STAMP ACT CONGRESS. Students must take this test by themselves, but they may, at your option, use their notes.

8. If you have assigned RESEARCH PAPERS, remind students that they should have research outlines ready to use in the library the next hour (if you can schedule it).

Teaching Tip

This is a good time to have a library area reserved for your students' use. If necessary, review with them how to use encyclopedias and the Readers' Guide to Periodical Literature.

Day 5 (Optional: Research day)

1. Have students start reading and researching for material to use for their RESEARCH PROJECTS and CHALLENGE PROJECTS, and for the various Congressional debates coming up.

Day 5/6: Cycle 2 begins

1. Have students assemble in factional groups. Give each group another group's objective test. Orally give the answers and have the groups grade one another's tests. When finished, have the groups return the tests to their owners. Have owners record the test scores on their INDIVIDUAL SCORE SHEETS. Stamp Act Congress test key: 1. a, 2. c, 3. a, 4. c, 5. c, 6. b, 7. b, 8. d, 9. a, 10. b.

2. Repeat Day 4's procedure for HISTORICAL BULLETINS, PACTS, and FATE CARDS. (Read HISTORICAL BULLETINS 8 through 17; have factions issue no more than three PACTS each; and have chairpersons pick a FATE number and read.)

3. Have students record changes in POWS on their INDIVIDUAL SCORE SHEETS.

4. Distribute CRISIS 2: FIRST CONTINENTAL CONGRESS for students to examine overnight.

Day 6/7: First Continental Congress

1. Have students sit again according to their political faction: Patriots on the left, Loyalists on the right, and Neutralists in the middle.

2. The chairperson of the Pennsylvania delegation, Cornelius Van Renslar, serves as the chairperson of the entire Congress.

3. Repeat all procedures from the Stamp Act Congress in Day 5. (See RULES OF PROCEDURE in the Student Guide.)

4. After the Congress has adopted its proposals, instruct students to record them on an ACTIONS OF THE _____ CONGRESS sheet.

5. Have students determine the number of POWS they gained and record this number on their INDIVIDUAL SCORE SHEETS. (Each Patriot gains 10 POWS for each proposal passed; each Loyalist gains 10 POWS for each proposal defeated; Neutralists gain nothing unless they aligned themselves with a particular faction

prior to the vote on each proposal. See the RULES OF PROCEDURE in the Student Guide.)

Teaching Tip →

After this Congress is a good time to bring in any AV aids covering this historical period. (You may wish to proceed right up to the calling of the Second Continental Congress—and then stop the AV presentation.)

6. After the Congress is over, briefly call the students' attention to what really happened and compare it with what they did. If there are any differences, ask students why, but do not dwell on these at present since the issues come up again in future congresses. (Historical note: Proposals 1 and 2 were adopted at the First Continental Congress.)

7. Have students move their desks so that all face the front of the room. Pass out and administer the OBJECTIVE TEST 2: FIRST CONTINENTAL CONGRESS. Students must take this test by themselves, but they may, at your option, use their notes.

Day 7/8: Cycle 3 begins

1. Have students gather in factional groups. Give each group another group's objective test. Orally give the answers and have the groups grade one another's tests. When finished, have the groups return the test to their owners. Have owners record the test scores on their INDIVIDUAL SCORE SHEETS. First Continental Congress test key: 1. b, 2. b, 3. d, 4. a, 5. d, 6. c, 7. b, 8. d, 9. b, 10. c.

2. Repeat Day 4's procedure for HISTORICAL BULLETINS, PACTS, and FATES. (Read HISTORICAL BULLETINS 18 through 22; have factions issue no more than 3 PACTS each; and have chairpersons pick a fate.)

3. Have students record changes in POWS on their INDIVIDUAL SCORE SHEETS.

4. Distribute CRISIS 3: SECOND CONTINENTAL CONGRESS for students to examine overnight.

Day 8/9: Second Continental Congress

1. Have students assemble according to their political faction.

2. The chairperson of the Massachusetts delegation, Arthur Adams, serves as the chairperson of the entire Congress.

3. Repeat all procedures from previous Congresses, using the RULES OF PROCEDURE.

4. After the Congress has adopted its proposals, instruct students to record them on an ACTIONS OF THE _____ CONGRESS sheet.

Teaching Tip →

Following this congress is another good time for AV input or a lecture. Emphasize the sacrifice and dangers involved in the signers' actions.

5. Have students determine the number of POWS they gained and record this number on their INDIVIDUAL SCORE SHEETS. (Each Patriot gains 10 POWS for each proposal passed; each Loyalist gains 10 POWS for each proposal defeated; Neutralists gain nothing unless they have aligned themselves with a particular faction prior to the vote on each proposal. See the RULES OF PROCEDURE.)

6. After the Congress is over, call students' attention to what really happened. Compare it with what they did. If there are any differences, ask students why. Be sure to clear up any misunderstandings about what happened and what the students did at this time. Of course, the students having the built-in bias of being American will likely not stray far from history. *(Historical note: All seven proposals were adopted at the Second Continental Congress.)*

7. Have students move their desks so that all face the front of the room. Pass out and administer the OBJECTIVE TEST 3: SECOND CONTINENTAL CONGRESS. Students must take this test by themselves, but they may, at your option, use their notes.

8. Call students attention to the DEBRIEFING QUESTIONS in their Student Guides. Tell them they will be developing answers together in their groups the next hour.

Day 9/10: Debriefing

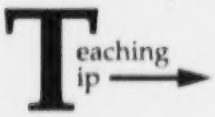
1. Have students assemble in factional groups. Give each group another group's test given the last hour. Orally give the answers and have the groups grade one another's tests. When finished, have the groups return the test to their owners. Have owners record the test scores on their INDIVIDUAL SCORE SHEETS. Second Continental Congress test key: 1. c, 2. d, 3. a, 4. a, 5. d, 6. b, 7. c, 8. a, 9. b, 10. c.

2. Students continue to meet in their political factional groups, but they drop their historical roles to look at history as modern Americans, using the DEBRIEFING QUESTIONS in the Student Guide.

This is a good time to bring in revolutions that have occurred or are occurring in modern times. Pay particular attention to ***Question 6*** *on justifying revolution.*

3. Have the faction chairperson appoint one person per debriefing question to be responsible for developing a comprehensive answer to that question.

4. Have all persons assigned to Question 1 form a new circle; all who have Question 2, a new circle; and so on through the six questions. (If you do not have enough students for six circles, make Question 6 an extra for all groups.)



This "jigsaw" cooperative learning technique is useful in many classroom situations.

5. After half the period (or during the first part of the next period if you run out of time), have students return to their original groups. Then, have each student (who is now a question "expert") lead a discussion on the question assigned her/him.

Day 10/11: Testing (optional)

1. Assign one of the DEBRIEFING QUESTIONS of the student's choice as an essay exam.

Day 11/12: Research Papers/Challenge Project reports (optional)

1. Have any research papers not turned in previously turned in now.

2. If you have assigned these projects, allow this hour for students to give reports on them and award them extra credit. (If your students are particularly productive, you may wish to devote more than one hour to this activity.)

FATE CARDS -1

These FATE CARDS inject the element of dealing with circumstances beyond one's control into the simulation. Chairpersons from each "political" circle will chose one or more members of their group to pick a number between 1 and 6 for each cycle. They must pick a different person each time, but they may also pick themselves. After the chairpersons have chosen, have these persons stand, and read them their fates according to the numbers picked.

CYCLE 1: STAMP ACT CONGRESS

Instruction: Have chairpersons pick one member to chose a number 1 through 6 at random.

Loyalists

1. Your children are harassed and ridiculed by the other students and refuse to attend school. Lose 3 POWS *(POWS are Power Units.)*
2. Local citizens refuse to patronize your business and you go bankrupt. Lose 10 POWS
3. The Patriots' spy system discovers that you have been cheating on your wife; certain Patriots threaten to tell her. Lose 1 POW
4. A mysterious fire burns your house to the ground. Lose 5 POWS
5. After you discover that your brother is the leader of the local Sons of Liberty, you turn him over to the police. Gain 1 POW
6. You have hired several private bodyguards so that you can stop any action that is about to be committed against you. Gain 5 POWS

Patriots

1. You are fired from your job because of your membership in the Sons of Liberty. Lose 5 POWS
2. You have exceeded your quota for recruiting new memberships in the Sons of Liberty. Gain 1 POW
3. You are not suspected of being a Patriot. Take one free Pressure Action against anybody. Gain 5 POWS
4. When your horse throws you while you are trying to escape from the police, you break your leg. Lose 10 POWS
5. The Loyalists place you under surveillance. Lose 1 POW
6. You are arrested for setting fire to the governor's house, burning it to the ground. Lose 3 POWS

Neutralists

1. You join the Sons of Liberty and are warmly received in town. Gain 1 POW
2. You have joined the Sons of Liberty, but since they suspect you of being a Loyalist spy, they tar and feather you. Lose 5 POWS
3. Since you are suspected of being a Patriot, the Loyalist police put you in the stockade. Lose 3 POWS

4. Your wife and family are accosted on their way to church and spit upon by a mob because you refused to join the Sons of Liberty. Lose 1 POW
5. You get drunk at a town meeting and are rolled by a gang of thugs on your way home. Lose 10 POWS
6. You are able to maintain friendly relations with both Loyalists and Patriots. Gain 5 POWS

CYCLE 2: FIRST CONTINENTAL CONGRESS

Instructions: Have chairpersons pick one urban resident and one rural resident to receive one of these fates:

Urban

1. There has been an enormous increase in crime in the downtown area. Lose 5 POWS
2. The Loyalist bankers, convinced that you are sympathetic to the Patriots, refuse you a loan. Lose 10 POWS
3. Since the Redcoat Army has moved to another town, you do not have to quarter the troops. Gain 5 POWS
4. Your daughter, son-in-law, and their six children leave their farm in the west because of their fear of the Indians. They move in to live with you. Lose 1 POW
5. Your daughter elopes with an AWOL British soldier and runs off to Canada. Lose 3 POWS
6. The British commander has many close friends in town and secretly refuses to enforce the laws. Gain 1 POW

Rural

1. The drought continues to plague the harvest for the third straight year. Lose 5 POWS
2. There has been an excellent harvest for the second straight year. Gain 1 POW
3. The Loyalist bankers, convinced that you are sympathetic to the Patriots, foreclose on your mortgage. Lose 10 POWS
4. The Indians attack and plunder your land. Lose 3 POWS
5. You sign a mutual defense pact with the Indians. They will protect your land, and you will give them supplies. Gain 5 POWS
6. Your land west of the Appalachians is considered part of Quebec. Lose 1 POW

FATE CARDS - 3

CYCLE 3: SECOND CONTINENTAL CONGRESS

Instruction: Have chairpersons pick one member from each region to receive a fate according to the following numbers:

New England colonies (Massachusetts)

1. One of the worst snowstorms in history blankets the area. All business and other activities stop for one week. Lose 1 POW
2. The British strictly enforce the Intolerable Acts. Lose 5 POWS
3. You are arrested and accused of being a member of the Boston Tea Party. Lose 3 POWS
4. Although an innocent spectator, you are badly wounded at the Boston Massacre. Lose 10 POWS
5. You inherit 5,000 English pounds from an uncle. Gain 5 POWS
6. General Thomas Gage decides to enforce the Intolerable Acts only slightly. Gain 1 POW

Middle colonies (Pennsylvania)

1. The troops quartered in your house have a drunken brawl and completely destroy your house. Lose 10 POWS
2. In the Admiralty Court you were found guilty of violating the Sugar Act. Lose 5 POWS
3. The governor ruled that you should be tried in a local court and not in the Admiralty Courts for alleged violation of the Stamp Act. Gain 1 POW
4. The local newspaper, *Town Gazette*, accuses you of being a paid informant for both the Loyalists and Patriots. Lose 1 POW
5. The troops quartered in town sequester all supplies and no food is left. Lose 3 POWS
6. The British troops quartered in town stop the Sons of Liberty from branding your wife with an "L" on her forehead because they believe she is a Loyalist. Gain 5 POWS

Southern colonies (South Carolina)

1. The British fine you because you have not been paying the Stamp Tax. Lose 3 POWS
2. Three ship loads of smuggled commodities are landed and sold for cheap prices. Gain 1 POW
3. After your state assembly announces its support of the New York assembly on the Townshend Act controversy, the British troops dissolve your state legislature. Lose 10 POWS
4. You are elected to a leadership position in the state assembly. Gain 5 POWS
5. The Sons of Liberty destroy the local general store and no supplies are left in town. Lose 5 POWS
6. You are hanged in effigy because you are suspected of being a Loyalist. Lose 1 POW

HISTORICAL BULLETINS - 1

(Note: All gains or losses are in POWS.)

Teaching Tip →

Read Bulletins 1-7 during Day 3.

1. 1763 PROCLAMATION LINE All settlement is forbidden west of the Appalachians. *(Worth, de Crevecoeur, P. Adams, Windom, Kennedy lose 5; MacAlister, Churchill, Van Renslar, Dickinson gain 10)*

2. 1764 CURRENCY ACT The colonists are forbidden to make paper money legal tender. *(All farmers, merchants, bankers lose 5)*

3. 1764 SUGAR ACT The duty on the importation of foreign molasses is reduced six pence to three pence. (It is now hoped that the colonists will pay the tax and not the bribe.) There will be new duties on the imports of sugar, indigo, coffee, pimento, wine, and textiles. All those violating this act will be tried in the Admiralty Courts—not in courts of local jurisdiction. *(Hutchinson, Devlin, Marlborough, Hatfield, Andrews, Rosenbloom, Minuet lose 5; everyone else loses 2)*

4. 1765 STAMP ACT All of the following items must display a government stamp: legal documents, newspapers, almanacs, playing cards, and dice. All those violating this act will be tried in the Admiralty Courts. *(Henry, Otis, Hatfield, Rosenbloom, A. Adams lose 5; everyone else—except Bradford—loses 2; Bradford gains 10)*

5. 1765 QUARTERING ACT All colonies in which British troops are located must furnish the troops with living quarters; bedding; candles; vinegar; salt; fire; and beer, cider, or rum. *(All city residents lose 3)*

6. 1765 VIRGINIA RESOLUTION The House of Burgesses, the representatives of the sovereign people of Virginia, reject the right of Great Britain to tax Virginians, and hereby declare that only Virginians can tax Virginians. *(Everyone loses 1)*

7. 1765 THE SONS OF LIBERTY This patriotic group is organized, vowing to refrain from doing any business that requires stamps. *(Neutralists and Loyalists lose 2; Patriots lose 5)*

1765 STAMP ACT CONGRESS CONVENES (Have students refer to CRISIS 1: STAMP ACT CONGRESS for the alternatives they are to consider.)

Teaching Tip →

Read Bulletins 8-17 during Day 5.

8. 1766 STAMP ACT This act is hereby repealed. *(Henry, Otis, Hatfield, Rosenbloom, A. Adams gain 5; everyone else gains 10)*

9. 1766 DECLARATORY ACT The British Parliament affirms that it has the authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America in all cases whatsoever. *(Everyone loses 1)*

10. 1767 TOWNSHEND ACTS 1) Duties are hereby placed on colonial imports of lead, paper, glass, and tea. 2) Since the colonies are not following the spirit of the Quartering Act, an example must be made of the New York assembly (the worst offender); therefore, all actions of the New York assembly are null and void until full supplies are forthcoming. 3) In order to insure collection of all taxes, the customs bureau has been reorganized. The Special Board (headquarters in Boston and not in England) now has full supervisory authority. *(All Pennsylvanians lose 5; Elfsborg, MacIntosh, Winthrop, Granville, Hatfield, Devlin lose 3)*

11. 1770 BOSTON MASSACRE A skirmish on March 5 between British troops and Boston citizens results in five dead and six wounded. *(All New Englanders lose 5)*

12. 1770 TOWNSHEND ACTS These acts are hereby repealed, except for the duties on tea and the quartering of troops. *(Winthrop, Granville, Hatfield, Devlin gain 7)*

13. 1772 COMMITTEES OF CORRESPONDENCE These committees are organized by Samuel Adams. The committees will insure communications between the colonies and publicize all British atrocities. *(All Neutralists and Loyalists lose 1; all Patriots lose 3)*

14. 1773 TEA ACT In order to lower the price of tea, the East India Company is authorized to sell tea to the Americans and avoid the middlemen both in England and in the colonies. *(Hutchinson, Churchill, Marshfield lose 3)*

15. 1773 BOSTON TEA PARTY A group of colonial citizens board the ships of the East India Company and pitch the tea into Boston Harbor. This was a response to Governor Hutchinson's order that the ships were not to depart until the tea was unloaded. (The company feared violence if they attempted to unload the tea.) *(All Patriots gain 10; Neutralists gain 5; Loyalists lose 5.)*

16. 1774 INTOLERABLE ACTS 1) *Boston Port Act* Boston's port is closed until restitution in made. 2) The 1691 constitution is hereby altered. The king will now appoint the Governor's Council instead of its being elected by the state assembly. Town meetings may be held only once a year unless the governor calls for one. 3) *The Administration of Justice Act* All British government officials and customs officers who are indicted for murder can be tried in England rather than in the colonies before colonial juries. 4) *The Quartering Act* All British troops are to be quartered *within* the city, not just in the barracks. Boston is the headquarters of all British troops in North America. *(All Bostonians lose 15; other citizens in Massachusetts lose 10; others lose 3)*

HISTORICAL BULLETINS - 3

17. 1774 QUEBEC ACT Canada is now established as a permanent government operative under French Civil Law and without the need of a representative assembly. Special provisions are to be made to insure the growth of the Catholic Church. Additionally, all land west of the Appalachians and north of the Ohio is now under the territorial jurisdiction of the province of Quebec. *(All farmers lose 5; Sheffield, Lancaster, Otis, Devlin, Windom, de Crevecoeur, P. Adams lose 2)*

1774 FIRST CONTINENTAL CONGRESS CONVENES (Have students refer to CRISIS 2: FIRST CONTINENTAL CONGRESS for the alternatives they are to consider.)

Teaching Tip →

Read Bulletins 18-22 during Day 7.

18. 1775 LORD NORTH'S COMPROMISE Parliament will not tax any colony whose inhabitants tax themselves for the purpose of contributing to the common defense. *(All judges and lawyers lose 3)*

19. 1775 ACTS OF PARLIAMENT New England is hereby excluded from the Newfoundland fisheries and prohibited from all trade except with England and the British West Indies. Also, no arms or ammunition may be imported by any of the colonies. *(All bankers, merchants, New Englanders lose 5; Minuet and Marlborough lose 3)*

20. 1775 BATTLES OF LEXINGTON AND CONCORD On April 19, the fighting began—British casualties: 73 killed, 174 wounded, 26 missing; American casualties: 49 killed, 39 wounded. Boston is under siege by the Americans. *(All with score above 70 lose 10; Devlin, MacIntosh, Wigglesworth, Warren, Otis lose 3; all Loyalists lose 5)*

21. 1775 BATTLE OF BREED'S HILL (BUNKER HILL) On June 17 the fighting renewed—British casualties: 2,226 killed, 828 wounded; American casualties: 140 killed, 271 wounded, 30 captured. *(All with scores above 60 lose 10; Devlin, MacIntosh, Wigglesworth, Warren, Otis lose 5; all Loyalists lose 7)*

1775 SECOND CONTINENTAL CONGRESS (Have students refer to CRISIS 3: SECOND CONTINENTAL CONGRESS for the alternatives they are to consider.)

Teaching Tip →

Do not read this bulletin until Congress has already considered Proposals 1-5.

22. 1776 COMMON SENSE This pamphlet is published by Thomas Paine. (This can be given to the students while they are assembled as the Second Continental Congress.) The institution of monarchy is attacked and George III is pictured as a tyrant. Paine advocates a republican form of government. *(All with scores above 50 lose 10; all Loyalists lose 10)*

IDENTITIES: Section 1—New England

AREA: BOSTON

Arthur Adams First generation English ... resident of Boston ... from the West Indies ... assistant to Lt. Governor Thomas Hutchinson ... single ... very jovial ... unruly mustache ... overweight ... smokes strong cigars ... chronic cough ... *Loyalist with 100 POWS*

AREA: RURAL MASSACHUSETTS

George Dickinson Third generation English ... wealthy landowner in county outside of Boston ... Harvard degree ... graduate study at Cambridge ... formerly a lawyer, now a judge ... extremely shrewd mind ... *Loyalist with 100 POWS*

AREA: BOSTON

Samuel Henry Third generation English ... resident of Boston ... a leader in the Sons of Liberty ... enthusiastic and energetic ... outgoing, open, honest person ... married with two children ... idealistic revolutionary ... *Patriot with 100 POWS*

AREA: RURAL MASSACHUSETTS

Jonathan Edwards Winthrop Fourth generation English ... very moral Congregationalist minister in small Massachusetts town ... detests kings, nobles, and corrupt governmental figures ... active in local militia ... a vigorous, virile individual who revels in winter sports ... *Patriot with 100 POWS*

AREA: BOSTON

Horatio Hutchinson Second generation English ... resident of Boston ... merchant ... engaged in triangular trade ... talks very slowly ... careful in all his dealings ... tendency to be distrustful of people ... *Neutralist with 35 POWS*

AREA: RURAL MASSACHUSETTS

Dudley Dorchester Third generation English ... some college education but is a farmer in rural Massachusetts because he enjoys working the land ... single ... speaks several languages fluently ... sees both sides of controversial issues ... *Neutralist with 15 POWS*

AREA: BOSTON

Daniel Hatfield Third generation English ... resident of Boston ... shopkeeper ... wife is an alcoholic ... devoted father to his two children ... struggling economically to "make ends meet" ... *Neutralist with 25 POWS*

AREA: RURAL MASSACHUSETTS

Sean Devlin Second generation Scotch-Irish ... married to a gypsy ... friendly tavern keeper in small Massachusetts town ... warm personality ... everyone feels comfortable in his presence ... finds it difficult to take sides in any argument ... *Neutralist with 20 POWS*

AREA: BOSTON

Oliver Otis Second generation English ... resident of Boston ... prosperous lawyer with many Loyalist and Patriot clients ... excellent musician ... going bald ... his beautiful and talented wife has Loyalist and Patriot friends ... *Neutralist with 40 POWS*

AREA: RURAL MASSACHUSETTS

Joshua Wilkes Second generation African ... formerly a slave, now a freedman ... farmer in rural Massachusetts ... handsome ... athletic ... keenly aggressive in everything he does ... *Neutralist with 5 POWS*

AREA: BOSTON

William Andrews Third generation English ... resident of Boston ... boat builder ... neurotic and hypertensive ... devoted to his daughter from his first marriage ... doesn't like to be pushed around ... a rugged individualist who likes to make up his own mind ... *Neutralist with 30 POWS*

AREA: RURAL MASSACHUSETTS

Heinrich Hesse Second generation German ... prosperous farmer in rural Massachusetts ... operates fine brewery ... called "Happy Boy" by friends ... married with two children ... interested in falconry ... greatly respected in rural community ... *Neutralist with 20 POWS*

IDENTITIES: Section 2—Middle Colonies

AREA: PHILADELPHIA
Cornelius Van Rensler Third generation Dutch ... resident of Philadelphia ... wealthy banker and landowner of vast estates ... a real "lady's man" ... most eligible bachelor in the city ... finds the mob and revolutionaries disgusting ... *Loyalist with 100 POWS*

AREA: RURAL PENNSYLVANIA
Benjamin Churchill Second generation English ... many relatives in England ... wealthy merchant who resides on his country estate ... greatly respected by his workers for his humanity and fairness ... *Loyalist with 100 POWS*

AREA: PHILADELPHIA
Thomas Singleton Painter Third generation English ... resident of Philadelphia ... friend of Benjamin Franklin ... deist ... librarian ... school teacher ... intellectual ... has quietly advocated revolution for several years ... *Patriot with 100 POWS*

AREA: RURAL PENNSYLVANIA
Jacques de Crevecoeur Second generation French ... young farmer who recently married and lives in rural Pennsylvania ... strong respect for the law but has increasing distrust for British officials ... wants to go west to start new life ... *Patriot with 100 POWS*

AREA: PHILADELPHIA
James Earle Warren Third generation English ... resident of Philadelphia ... respected medical doctor with Loyalist and Patriot friends and patients ... lost an arm in the French and Indian War ... *Neutralist with 40 POWS*

AREA: RURAL PENNSYLVANIA
William Penn Windom First generation English Quaker farmer with large family ... resides in rural Pennsylvania ... firm believer in the brotherhood of all mankind ... recently has experienced tough times financially ... *Neutralist with 20 POWS*

AREA: PHILADELPHIA
Benedict Bradford Second generation English ... resident of Philadelphia ... customs agent and tax collector ... his wife recently ran away with the landlord ... has always had a nervous condition ... usually drinks too much ... *Neutralist with 35 POWS*

AREA: RURAL PENNSYLVANIA
John Calvin Kleinschmidt First generation German ... devout Presbyterian recently became widower feels increasingly alone on his farm in rural Pennsylvania ... becoming a recluse ... feels weak and sickly ... losing desire to live ... *Neutralist with 15 POWS*

AREA: PHILADELPHIA
David Rosenbloom First generation German ... resident of Philadelphia ... Jewish ... shopkeeper ... keen wit ... believes in revolutionary ideals but tends to be dominated by his Anglophile wife, who wants to return to her home in England ... *Neutralist with 25 POWS*

AREA: RURAL PENNSYLVANIA
Dirk Vandermeter First generation Dutch ... former indentured servant in New York now living in rural Pennsylvania ... strong believer in freedom ... farmer who is working at becoming a more skillful artist ... *Neutralist with 5 POWS*

AREA: PHILADELPHIA
Ingmar Elfsborg First generation Swede ... resident of Philadelphia ... iron master ... required to send pig iron to England but has organized illegal fabricating industry (nails, tools, stones) stands 6'8" tall ... *Neutralist with 30 POWS*

AREA: RURAL PENNSYLVANIA
Wiley Wigglesworth First generation English ... resides in rural Pennsylvania ... a miller who has learned how to get along with everyone ... enjoys going to the local tavern for drinking ... considered a lively, friendly man ... *Neutralist with 10 POWS*

IDENTITIES: Section 3—Southern Colonies

AREA: CHARLESTON
Christopher Lancaster Fourth generation English ... 55-year-old Anglican minister ... resides in Charleston ... pious man who feels that Mother England has a duty to instill Christianity and civilization in the colonies ... excellent speaker ... *Loyalist with 100 POWS*

RURAL: SOUTH CAROLINA
James MacAlister Third generation Scotch ... former indentured servant ... back country Scotch farmer living in rural South Carolina ... grave fear of Indians on the frontier where he lives ... *Loyalist with 100 POWS*

AREA: CHARLESTON
Daniel Marlborough Third generation English ... resident of Charleston ... molasses smuggler whose activities are under constant surveillance by the British, who suspect him of illegal activities ... a large appetite for life, particularly food ... *Patriot with 100 POWS*

RURAL: SOUTH CAROLINA
Patrick Adams Third generation English ... rural lawyer in small town in South Carolina ... land speculator interested in making a fortune from lands west of the Appalachians ... *Patriot with 100 POWS*

AREA: CHARLESTON
Marcel Minuet First generation French ... resident of Charleston ... quiet, reserved, gentle human ... a skilled shipbuilder who talks slowly as he works with wood ... enjoys sports associated with horses ... detests England but fears mob rule ... *Neutralist with 35 POWS*

RURAL: SOUTH CAROLINA
James Knox Worth Second generation Scotch Presbyterian ... back country minister in small South Carolina town ... approaches life with a poker face ... completely unemotional ... has thick beard and mustache to hide his gaunt appearance ... very proper manners ... *Neutralist with 20 POWS*

AREA: CHARLESTON
Reginald Marshfield Second generation English ... resident of Charleston ... successful merchant ... lost leg in childhood accident ... happily married with six children ... his wife is related to the Hapsburgs family in Austria ... *Neutralist with 30 POWS*

RURAL: SOUTH CAROLINA
Charles Granville Third generation English ... resides in rural South Carolina ... tidewater indigo planter with 150 slaves ... real love is architecture ... married with five children ... visits the continent twice a year ... *Neutralist with 40 POWS*

AREA: CHARLESTON
Jonathan MacIntosh Third generation Scotch ... resident of Charleston ... physically powerful man ... blacksmith with Patriot, Loyalist, and Neutralist customers ... smokes cigars and talks incessantly ... *Neutralist with 25 POWS*

RURAL: SOUTH CAROLINA
Morgan Miller Second generation English farmer resides in rural South Carolina ... has three slaves ... dreams of becoming a rich plantation owner ... hard-working and industrious ... loves to read history and poetry, but has little leisure ... *Neutralist with 10 POWS*

AREA: CHARLESTON
Samuel Sheffield Second generation English ... resident of Charleston ... skilled furniture craftsman ... tells the worst jokes, but considers himself a wit ... can get obnoxious when he drinks too much ... wants to expand his business ... *Neutralist with 15 POWS*

RURAL: SOUTH CAROLINA
Henry Kennedy Second generation Scotch-Irish ... poor, back country farmer in rural South Carolina ... his wife is constantly nagging him to return to the city ... well-liked and trusted in his area because he is known as a man of integrity ... *Neutralist with 5 POWS*

INDIVIDUAL SCORE SHEET

Role identity _____ Faction _____

Real name _____

Event	POWS earned from work or fate	POWS lost or given away (PACT action or FATE)	Running Balance	Comment on the event and its consequences.

LOYALIST ARGUMENTS

This material is for Loyalists to use in Congressional debates. It is intended merely as a skeletal outline. Strive to do additional research to find examples backing up the following points.

1. We are all Englishmen. We can't fight our brothers. We have the same ...
   - Traditions
   - Principles of justice (Magna Carta, common law, et al.)
   - Religion
   - Literature
   - Commercial practices
   - Educational systems
   - Language
   - Games
   - Dress

2. We need the military power of Great Britain. British soldiers ...
   - Protect us from the Indians on the frontier as they did during the French and Indian Wars (1756-1763).
   - Protect us from foreign aggression.

3. We lack the power to fight Great Britain.

4. We must control the mob. The landless and debtors need to be controlled. The revolutionary leaders ...
   - Have contempt for law and order.
   - Have destroyed property and injured people.

5. The British government has generally been fair in running the empire.
   - The trade acts benefit the colonies more than they harm them.
   - The Admiralty Courts insure fair trade and fair play on the high seas.

6. The rebels are hypocrites. They ...
   - Object to taxes only as an attempt to evade them.
   - Don't really want equality and freedom because they didn't establish universal suffrage or proportional representation in their own government.
   - Keep one foot on the lower classes while kicking the British with the other.

7. George III is not a tyrant. He is a king trying to do his best in a difficult job.

8. The colonies are disparate, separate elements, incapable of unifying or governing themselves.

9. We are better off than other Europeans, including Englishmen. We should pay our fair share to the empire. We have ...
   - Wealth
   - Religious freedom
   - Equal opportunity for all

10. Total separation would create terrible problems:
    - There would be social anarchy.
    - Property rights would depreciate.
    - There would be constant conflict between the large and small colonies.
    - We could only win the war by turning to France and Spain for help, and we would then be totally at their mercy.

PATRIOT ARGUMENTS

This material is for Patriots to use in Congressional debate. It is intended merely as a skeletal outline. Strive to do additional research to find examples backing up the following points.

1. The British government is corrupt from top to bottom and is incapable of governing with justice. (America is morally superior.)
   - George III is incompetent.
   - Seats in Parliament are openly bought and sold.
   - There is utter disregard for the plight of the English masses.
   - Bribery and corruption is commonplace in the British government.

2. British politicians are concerned only with protecting British interests, and they totally ignore the colonies.

3. The British government has perpetrated countless humiliations, injustices, and degradations on the colonists. They have ...
   - Taxed us inequitably.
   - Taxed us without our representation.
   - Closed off the western frontier to future settlements.
   - Failed to solve the Indian problem.
   - Denied us the right to a trial before our peers by bringing us before the Admiralty Courts.
   - Forced us to quarter lecherous and debaucherous troops in our homes.
   - Regulated our trade and disrupted our economy.

4. The British government has denied God-given rights to the colonies. It has ...
   - Issued writs of assistance.
   - Used *ex post facto* laws.
   - Made arbitrary arrests.
   - Limited the rights of freedom of speech, freedom of press, and freedom of assembly.
   - Denied the colonial citizens their inalienable property rights by quartering troops.

5. The Divine Right of Kings is a corruption. Monarchy is no longer a practical form of government.

6. No man should be taxed unless he chooses the representative who helps determine the tax.

7. Since Parliament does not have the right to tax the colonies, it also does not have the right to legislate for the colonies.

8. The principle of self-determination in governmental affairs is a God-given right, not a governmental-given privilege.

PACTS TAKEN

Directions: Complete this form before you announce your PACTS (Pressure Actions). Remember that your faction can carry out only three PACTS per Congress.

_____ _____ _____

your name | your role | your political faction

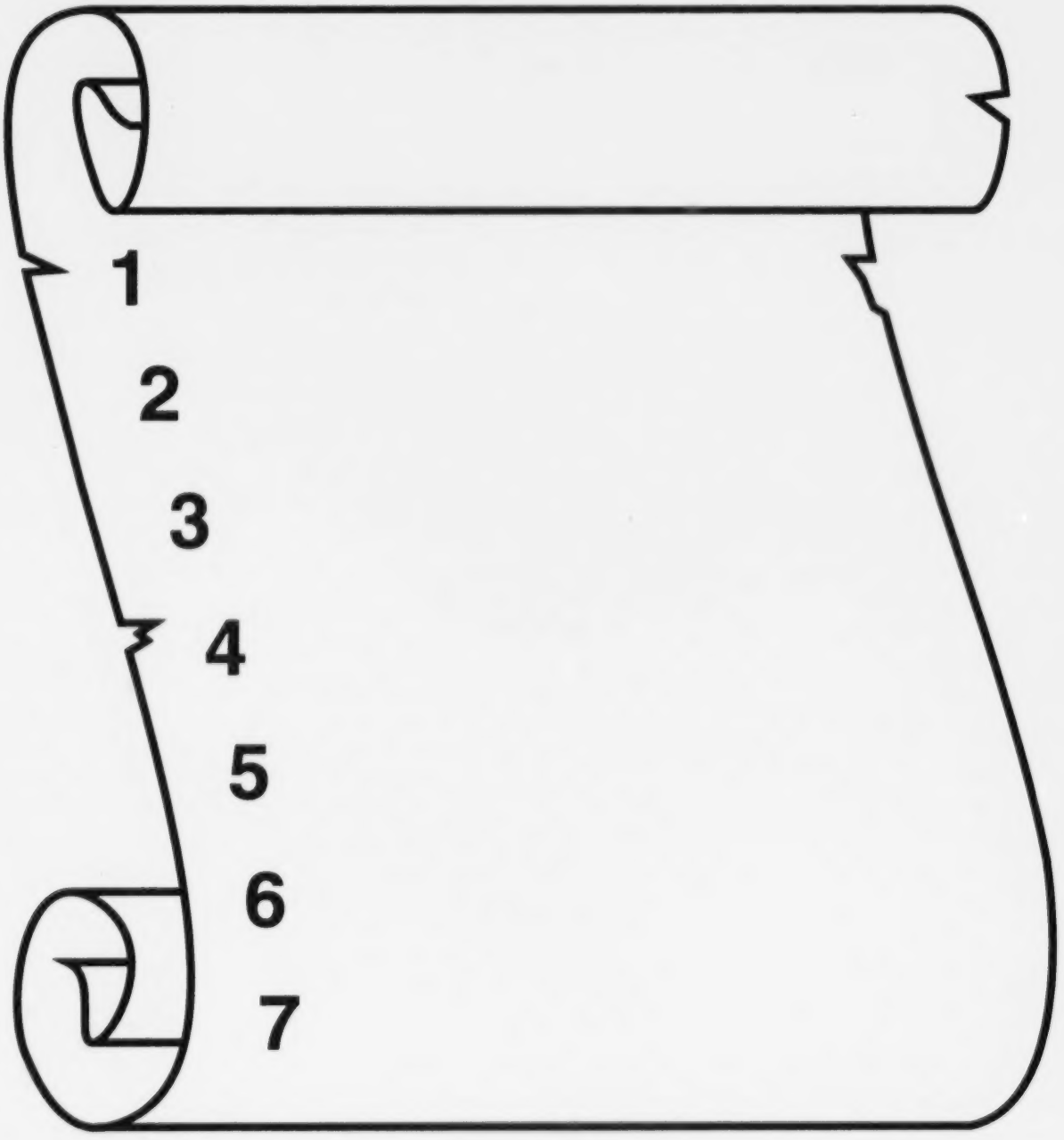
Meeting _____

1	Against: _____ PACT described: _____ _____ _____ _____ _____ POWS required: _____
2	Against: _____ PACT described: _____ _____ _____ _____ _____ POWS required: _____
3	Against: _____ PACT described: _____ _____ _____ _____ _____ POWS required: _____

ACTIONS OF THE _____ CONGRESS

Recorded and submitted to the teacher by the chairperson of the Congress.

On this _____ day of the month of _____ in the year of our Lord _____, the American colonists, assembled in Congress in the city of _____, have adopted the following resolutions because of the atrocities imposed upon them by the government of Great Britain:



CRISIS 1: STAMP ACT CONGRESS

(Assembled at New York in October 1765)

Proposals

1 The merchants agree to stop importing British goods.

ACTION: YES NO

2 Attempts will be made to terrorize and intimidate all stamp distributors.

ACTION: YES NO

3 The Congress agrees to refrain from doing any business that requires stamps.

ACTION: YES NO

4 We demand that Parliament repeal the Sugar Act and the Stamp Act.

ACTION: YES NO

5 With all due subordination to Parliament, we nevertheless reject the policy of virtual representation.

ACTION: YES NO

6 We accept the authority of Parliament to legislate for the colonies, but we do not give Parliament the right to tax the colonies or to hold trials in the Admiralty Courts.

ACTION: YES NO

7 We reject colonial representation in Parliament because Parliament has no right to legislate for the colonies.

ACTION: YES NO

OBJECTIVE TEST 1: STAMP ACT CONGRESS - 1

Your name: _____ Number correct: _____

___ 1. In response to the Indian troubles in the west in 1763, the British government
   a. issued a proclamation forbidding settlement beyond the crest of the Appalachian Mountains
   b. allowed the area to revert to French control
   c. sent large numbers of troops and supplies to aid the colonists
   d. established a separate Indian nation

___ 2. The program instituted by George Grenville, first lord of the treasury, was designed to
   a. reduce the American colonies to a state of bankruptcy
   b. crush the Indian rebellions
   c. deal with England's financial problems
   d. force the American colonies to submit to English domination

___ 3. Under the Currency Act of 1764
   a. colonists could not make their paper money legal tender
   b. colonists could make their paper money legal tender
   c. English creditors were forced to accept the colonists' paper money as payment for their debts
   d. English currency could no longer be used in the colonies

___ 4. The stated purpose of the Sugar Act of 1764 was to
   a. pay the complete cost of stationing British troops in the American colonies
   b. ruin New England trade with the West Indies
   c. help defray the expenses England would incur protecting her new American possessions
   d. support the monopoly on the sugar trade held by a British company

___ 5. The Stamp Act of 1765
   a. received unanimous support in Parliament
   b. was a completely novel idea that had never been tried in England
   c. called for taxes on legal documents, newspapers, almanacs, playing cards, and dice
   d. was a hasty measure introduced by Grenville

___ 6. In general the colonists felt that Parliament
   a. represented colonial interests fairly and honestly
   b. had some right to legislate for the colonies but no right to tax the colonies
   c. had some right to interfere in the colonies in any way
   d. has usurped the power of the king.

OBJECTIVE TEST 1: STAMP ACT CONGRESS - 2

Your name: _____

___ 7. The Stamp Act Congress of 1765 did all of the following except
   a. petitioned the king and Parliament for repeal of the Sugar Act and the Stamp Act
   b. resolved that the colonies would declare themselves independent if the Sugar Act and the Stamp Act were not repealed
   c. resolved that colonial subordination did not include acceptance of parliamentary taxation
   d. resolved that colonial subordination did not include acceptance of Admiralty Courts

___ 8. Virtual representation meant
   a. the colonists could be represented in Parliament only by representatives whom they elected
   b. a member of Parliament could not be criticized or arrested
   c. a member of Parliament had to meet certain qualifications before being elected
   d. a member of Parliament represented not only the people who elected him but also persons throughout the entire empire

___ 9. The leading radical agitator in the Massachusetts colony was
   a. Samuel Adams
   b. George Grenville
   c. Patrick Henry
   d. John Hancock

___10. Of the following, who was a radical Patriot leader from Virginia?
   a. John Hancock
   b. Patrick Henry
   c. Joseph Galloway
   d. John Adams

CRISIS 2: FIRST CONTINENTAL CONGRESS

(Assembled at Philadelphia in 1774)

Proposals

1 There will be outright opposition and resistance to the Intolerable Acts.

ACTION: YES NO

2 "The Association" is formed whereby we refuse to import, export, or consume trade of any kind with Great Britain, Ireland, and the West Indies.

ACTION: YES NO

3 The Galloway Plan of Union is hereby adopted. A Grand Council of the Americas is to be established. The acts of the council are subject to parliamentary review and veto, but acts of Parliament affecting the colonies are subject to the approval of the Grand Council. The council has authority over matters of defense, westward expansion, and Indian relations. It could raise armies, build forts, and warships. It would pay its own expenses by levying taxes.

ACTION: YES NO

4 Parliament has neither the authority to tax the colonies nor to legislate for them.

ACTION: YES NO

5 Parliament has no legislative or tax authority over the colonies, but still has the right to regulate colonial trade as a just compensation for the British navy's protection of colonial shipping.

ACTION: YES NO

OBJECTIVE TEST 2: FIRST CONTINENTAL CONGRESS - 1

Name: _____ Number correct: _____

___ 1. The Declaratory Act of 1766
   a. declared the colonies to be in a state of rebellion
   b. affirmed the authority of Parliament to make laws and statues to bind the colonies and the people of America
   c. granted direct parliamentary representation to the colonists
   d. affirmed the principle of virtual representation

___ 2. The Boston Massacre was probably caused by
   a. Samuel Adams
   b. a crowd of colonists who were taunting a group of British soldiers
   c. British soldiers firing into an innocent group of colonists
   d. a group of customs commissioners

___ 3. The Committees of Correspondence were important because they
   a. helped make British rule more efficient
   b. were the first official American government
   c. provided the machinery for collection of taxes under the Stamp Act
   d. enabled the colonists to coordinate their views and actions

___ 4. The Quebec Act of 1774
   a. gave the area west of the Appalachian Mountains and north of the Ohio River to the province of Quebec
   b. gave Quebec a representative assembly
   c. was a punitive measure against the citizens of Boston
   d. denied protection to the Catholic Church in Quebec

___ 5. The Intolerable Acts did not include
   a. the Massachusetts Government Act
   b. the Administration of Justice Act
   c. a new Quartering Act
   d. the Quebec Act

___ 6. A moderate proposal for a Grand Council of the Americas was presented to the First Continental Congress by
   a. Benjamin Franklin
   b. Patrick Henry
   c. Joseph Galloway
   d. Thomas Jefferson

___ 7. The First Continental Congress
   a. established an army under the direction of George Washington
   b. adopted the Suffolk Resolves
   c. adopted the Galloway Plan
   d. established an independent government

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OBJECTIVE TEST 2: FIRST CONTINENTAL CONGRESS - 2

Your name: _____

___ 8. The Townshend Acts of 1767
   a. were repealed because of colonial opposition
   b. provided revenues to pay royal officials in the colonies
   c. placed duties on several previously untaxed articles
   d. did all of the above

___ 9. The Tea Act of 1773 angered the American colonists because it
   a. increased the cost of tea by 10%
   b. created positions in the customs service which were filled by British bureaucrats
   c. required American growers to ship their tea directly to England
   d. deprived American merchants of a share of the profits from the tax trade

___10. Which of the following was not a direct result of the Boston Tea Party?
   a. the Massachusetts government was severely limited
   b. the British Army was allowed to quarter troops in American buildings
   c. Parliament passed the Second Tea Act doubling the cost to Americans
   d. Parliament closed the port of Boston until restitution was made

CRISIS 3: SECOND CONTINENTAL CONGRESS

(Assembled at Philadelphia in 1775 and 1776)

Proposals—During 1775

1 Aid and supplies will be given to the colonial militia currently besieging Boston.

ACTION: YES NO

2 A Continental Army will be formed with George Washington as commander-in-chief.

ACTION: YES NO

3 Paper money will be issued to support the army.

ACTION: YES NO

4 A committee will be appointed to handle negotiations with foreign countries.

ACTION: YES NO

5 We petition King George III to personally promote repeal of the oppressive measures. The colonies will stop the independence movement if the Intolerable Acts are repealed and Parliament agrees to regulate only trade.

ACTION: YES NO

Proposals—During 1776, after *Common Sense* was published

6 Privateering will be authorized against British shipping.

ACTION: YES NO

7 We will sign The Declaration of Independence: "When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ..." The document recognizes these basic points: a) the origin of government is in the consent of the governed; b) the obligation of the government is to protect the natural rights of the people; c) when a government does not protect these rights, it is the responsibility of the people to abolish that government and institute a new one.

ACTION: YES NO

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OBJECTIVE TEST 3: SECOND CONTINENTAL CONGRESS - 1

Name: _____ Number correct: _____

___ 1. In *Common Sense*, Thomas Paine argued for
   a. more colonial representation in Parliament
   b. closer ties with England
   c. independence and republicanism
   d. support of King George III

___ 2. Which of the following was not an immediate action of the Second Continental Congress?
   a. name George Washington commander-in-chief of the Continental Army
   b. appoint a committee to negotiate foreign affairs
   c. issue paper money to support the army
   d. declare independence

___ 3. The Declaration of Independence did not include
   a. a request for an alliance with France
   b. the statement that government had an obligation to protect natural rights
   c. an affirmation of the origin of government in the consent of the governed
   d. the recognition that it was the duty of the people to alter or abolish a government that does not fulfill its obligation to the people

___ 4. The radical spirit finally prevailed in colonial America only when
   a. the radicals captured the attention of public opinion and directed and controlled anti-British actions
   b. the king initiated gun-control legislation
   c. the pamphlet *Common Sense* insulted the intelligence of most Americans
   d. colonial aristocrats were deprived of their seats in Parliament

___ 5. Most of the leadership of the American "radicals" was provided by
   a. the wealthy colonists who had the biggest tax burden
   b. ethnic minorities who did not consider England as their "mother country"
   c. the clergy and intellectuals
   d. the anti-aristocratic middle class

___ 6. The Second Continental Congress was not
   a. dominated by the radicals
   b. dominated by the Tories
   c. devoted to preparation for war
   d. willing to appeal to the king for a peaceful settlement

OBJECTIVE TEST 3: SECOND CONTINENTAL CONGRESS - 2

Name: _____

___ 7. The Tory viewpoint in America was represented by such thinkers as
   a. William Pitt and Edmund Burke
   b. Richard Price and Thomas Paine
   c. Thomas Hutchinson and Samuel Seabury
   d. John Dickinson and James Otis

___ 8. The Declaration of Independence borrowed heavily from
   a. the ideas of John Locke
   b. the British Constitution
   c. the liberal doctrine of absolution
   d. all of the above

___ 9. Thomas Jefferson's major collaborators in writing the Declaration of Independence were
   a. Thomas Paine and Samuel Adams
   b. John Adams and Benjamin Franklin
   c. Richard Henry Lee and Patrick Henry
   d. George Washington and James Madison

___10. The leader in Parliament on July 4, 1776, was
   a. Lord George Grenville
   b. Thomas Gage
   c. Lord Frederick North
   d. William Pitt

RESEARCH PAPERS

Directions: Follow these nine steps while writing your research paper.

- **Step 1:** Choose a topic that interests you and that you feel is an important part of the American Revolution.
- **Step 2:** Find at least three sources for your research. One should be an encyclopedia article that gives you an overview of your topic.
- **Step 3:** Read the encyclopedia overview and see if the topic still interests you. If it does, go on to Step 4. If it no longer interests you, go back to Step 1 and start over.
- **Step 4:** Narrow down your topic by creating a focus question that you wish to answer. For example, if you choose the topic Abigail Adams, you might ask: "How dedicated a patriot was Abigail Adams?"
- **Step 5:** Clear your focus question with your teacher.
- **Step 6:** Take notes on note cards. Remember that each note card should contain a heading, one important fact or event, and the source and page numbers where you found the information.
- **Step 7:** Once you have enough notes to write a paper of 500 or more words, clear your note cards with your teacher.
- **Step 8:** Write your paper. An introductory paragraph should catch your reader's interest and explain what your focus question is. The body paragraphs should contain information that answers your focus question. An ending paragraph should repeat the main idea of your paper and state (or review) your conclusions.
- **Step 9:** Write a bibliography under your final paragraph. Whenever you have two or more sources, they should be listed in alphabetical order based upon the authors' last names.

RESEARCH TOPICS: U.S. REVOLUTION

1. Patrick Henry
2. Thomas Jefferson
3. Samuel Adams
4. Benjamin Franklin
5. Albany Plan of Union
6. *Common Sense*
7. John Adams
8. John Hancock
9. King George III
10. Lord Frederick North
11. Colonial dress and customs
12. Boston Massacre
13. Boston Tea Party
14. Sons of Liberty
15. Committees of Correspondence
16. Galloway Plan
17. James Wilson
18. Abigail Adams
19. William Pitt
20. Reverend Muhlenberg's Dilemma
21. Revolutionary symbols, slogans, and songs
22. George Washington
23. Declaration of Independence
24. Stamp Act
25. Intolerable Acts
26. Stamp Act Congress
27. First Continental Congress
28. Second Continental Congress
29. Battle of Lexington and Concord
30. Battle of Bunker Hill
31. Paul Revere
32. Crafts in Colonial America
33. Education in Colonial America
34. The role of women in Colonial America
35. The Wyoming Massacre
36. General Thomas Gage
37. Architecture in Colonial America
38. Triangular Trade
39. Transportation in Colonial America
40. Music in Colonial America
41. Newspapers in Colonial America
42. Art in Colonial America
43. Thomas Paine
44. Governor Thomas Hutchinson
45. Poor Richard's Almanack
46. John Dickinson
47. Black Americans during the American Revolution
48. Crispus Attucks
49. Mercenaries
50. Minute Men

CHALLENGE PROJECTS

Directions: You might like to work on one of the following CHALLENGE PROJECTS during your spare time inside or outside class. If you do, you will earn extra POWS (Power Units). If you wish to do some project other than those listed below, make sure it is related to the period, 1763-1776. Clear any project you think up on your own with your teacher. If several students take the time to do CHALLENGE PROJECTS, your teacher may set aside a day or two for these persons to explain or demonstrate their work.

Speaking

- Read a novel, biography, or autobiography during the 1763-1776 period. Ask another member to interview you as you role-play the main character. Explain the origin of your views on independence.
- Bring actual artifacts of the revolutionary period to class. Explain each to the class.
- Use an encyclopedia or history of art to find out about colonial architecture and art. Give an illustrated talk for your class.
- Give a report contrasting the **Declaration of Independence** with the **Communist Manifesto**.

Videotaping

- Make a 3-4 minute video with your own or the school's camcorder. *Keep it simple.* Don't try to make your story too elaborate. Maybe show how the life of one revolutionary changed because of his/her political views (e.g., how spouse or children affected the person's life).

Writing

- Make a **Who's Who in Colonial America.** Try to include a wide range of fields (e.g., science, government, art, and literature).
- Write an original short story set during the First Continental Congress.
- Write on the contributions of women to the revolutionary movement.
- Write a book report based upon a novel, biography, or autobiography from the revolutionary period.

Model-making

- Make a diorama of some revolutionary event.
- Make a model of Independence Hall or another famous building of this time period.
- Construct a model of a ship from this historical period.

Singing

- Research the music of Colonial America. Then bring in your guitar (or have another student bring her/his guitar) and sing several songs and explain what they meant to Colonial Americans.
- After studying songs of the 1763-1776 period, compose an original colonial song and sing it to the class with guitar accompaniment.

Dancing

- Research early American dancing. Then stage a Minuet Ball, explaining the dancing.

Illustrating

- Make a series of drawings to show the interior of a colonial home.
- Draw a series of cartoons illustrating a certain event or satirizing a group of people during the revolutionary period.
- Draw a map of the colonies. Include the major population centers and areas of political activity.
- Make a time line showing the important events and developments which led to the signing of the Declaration of Independence.

Cooking

- Prepare a colonial food for the class.

INDEPENDENCE 2

A simulation of the American Revolution, 1763-1776

SAMPLE

Student Guide

You are beginning an adventure in *participatory* education in which you will learn about the American Revolution: the debate for the minds of men that culminated in The Declaration of Independence.

However, you are not going to learn in the traditional manner of textbooks and study questions. You are going to learn by *experiencing* the debate over independence. You are going to become aware of the many Patriots' and Loyalists' arguments that concerned colonists more than 200 years ago. Frustration and anxiety will be yours as your loyalties are pulled in two directions to the breaking point. If you decide for independence from England, you must be prepared to bear the terrible burden, because independence can come only at a terrible expense. It means revolution, bloodshed, violence, chaos, and war.

Identities All of you will be assigned roles of hypothetical Americans living in urban and rural areas in the New England Colonies (Massachusetts), the Middle Colonies (Pennsylvania), and the Southern Colonies (South Carolina). You will be divided into three political factions: **Loyalists**, who wish to remain under British rule; **Patriots**, who wish to declare independence; and **Neutralists**, who are either undecided or indifferent.

Resources In your role you will be given a designated number of **P**ower **U**nits (POWS) at the simulation's start. You use the POWS to take **P**ressure **Act**ions (PACTS) against an enemy. For example, you may want to physically harass or tar and feather someone in class. **Patriots** will take PACTS to harass the Loyalists or to try to force Neutralists to their side. By contrast, the **Loyalists** use other PACTS to hinder the Patriots and to convince Neutralists to join them or, at least, to remain neutral. The **Neutralists** can go either way in using PACTS for or against either side or not at all. As all this action takes place around you, you can gain additional POWS—and thus increase your power

The authors: CHARLES L. KENNEDY received his B.A. from St. Francis College in Loretto, Pennsylvania, his M.A. from the University of New Mexico. Charles resides in Mechanicsburg, Pennsylvania. He is an instructor of Political Science at Penn State York. A former Peace Corps volunteer in Sierra Leone, West Africa, he was also the director of the Governor's Action Center in Pennsylvania. INDEPENDENCE 2 is one of several simulations Charles has written for Interact. PAUL DEKOCK received his B.A. from Iowa Teachers College, his M.A. from the University of Minnesota, and spent a post graduate year at Harvard University as a John Hay Fellow in the humanities. One of Interact's two owners, he has written several other simulations and writing programs for the company while teaching history and English for 33 years in secondary schools in Iowa and California.

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Delegates to three colonial congresses ... 1763-1776

and influence—by doing the following: 1) debating well in the congresses and thus convincing enough Neutralists to come over to your side to pass various propositions; 2) completing short research and/or text assignments given by your teacher; and 3) scoring high on the tests at the end of each Congress.

Play action All students take their PACTS while role-playing delegates assembled in political meetings prior to the congresses. During these meetings, you also hear HISTORICAL BULLETINS. These actual historical events have impact upon your simulated lives. For instance, the simulation begins with the British government announcing the Proclamation Line of 1763, which forbids settlement west of the Appalachians. This affects participants point totals as do all bulletins. Also exciting will be FATE CARDS which occur regularly; they bring chance or fate into the simulation, and you must handle the consequences effectively.

Congresses You will serve as delegates to the three colonial Congresses during the 1763-1776 period: the Stamp Act Congress, the First Continental Congress, and the Second Continental Congress. As delegates, you will debate and vote on the actual issues that were considered at the original Congresses. You can gain additional POWS by working for or against proposals made at each Congress; therefore, you will want to prepare good arguments for the proposal given you to present by your chairperson.

Specific assignments Besides role-playing your assigned identity, you will also be asked to perform the following assignments: read appropriate sections of your history text; research in magazines and books available in your school library; plan strategy and develop tactics to help your cause; deliver speeches defending your proposals; participate in floor debates during simulated colonial congresses; bargain with your classmates and exchange political power; take objective tests to evaluate your new knowledge; and, finally, participate in group debriefing discussions and, possibly, write an essay exam. Since you will be using knowledge gained from completing these assignments to increase your influence in the simulation, you will find that learning is not boring when knowledge becomes power.

Conclusion The simulation ends during the Second Continental Congress as your class debates and then makes a decision on The Declaration of Independence, but hopefully your interest in the many controversial topics related to revolution will continue to grow. For Thomas Jefferson's ideas written in Philadelphia in 1776 are not dead. Persons throughout the world keep quoting his declaration's self-evident truths as they struggle to lead their nations into self-determination.

IDENTITIES - 1

Section 1: New England Colonies—Massachusetts, with a population of about 16,000 in 1770, represents the New England Colonies

AREA: BOSTON

Arthur Adams First generation English ... resident of Boston ... from the West Indies ... assistant to Lt. Governor Thomas Hutchinson ... single ... very jovial ... unruly mustache ... overweight ... smokes strong cigars ... chronic cough ... *Loyalist with 100 POWS*

Samuel Henry Third generation English ... resident of Boston ... a leader in the Sons of Liberty ... enthusiastic and energetic ... outgoing, open, honest person ... married with two children ... idealistic revolutionary ... *Patriot with 100 POWS*

Horatio Hutchinson Second generation English ... resident of Boston ... merchant ... engaged in triangular trade ... talks very slowly ... careful in all his dealings ... tendency to be distrustful of people ... *Neutralist with 35 POWS*

Daniel Hatfield Third generation English ... resident of Boston ... shopkeeper ... wife is an alcoholic ... devoted father to his two children ... struggling economically to "make ends meet" ... *Neutralist with 25 POWS*

Oliver Otis Second generation English ... resident of Boston ... prosperous lawyer with many Loyalist and Patriot clients ... excellent musician ... going bald ... his beautiful and talented wife has Loyalist and Patriot friends ... *Neutralist with 40 POWS*

William Andrews Third generation English ... resident of Boston ... boat builder ... neurotic and hypertensive ... devoted to his daughter from his first marriage ... doesn't like to be pushed around ... a rugged individualist who likes to make up his own mind ... *Neutralist with 30 POWS*

AREA: RURAL MASSACHUSETTS

George Dickinson Third generation English ... wealthy landowner in county outside of Boston ... Harvard degree ... graduate study at Cambridge ... formerly a lawyer, now a judge ... extremely shrewd mind ... *Loyalist with 100 POWS*

Jonathan Edwards Winthrop Fourth generation English ... very moral Congregationalist minister in small Massachusetts town ... detests kings, nobles, and corrupt governmental figures ... active in local militia ... a vigorous, virile individual who revels in winter sports ... *Patriot with 100 POWS*

Dudley Dorchester Third generation English ... some college education but is a farmer in rural Massachusetts because he enjoys working the land ... single ... speaks several languages fluently ... sees both sides of controversial issues ... *Neutralist with 15 POWS*

Sean Devlin Second generation Scotch-Irish ... married to a gypsy ... friendly tavern keeper in small Massachusetts town ... warm personality ... everyone feels comfortable in his presence ... finds it difficult to take sides in any argument ... *Neutralist with 20 POWS*

Joshua Wilkes Second generation African ... formerly a slave, now a freedman ... farmer in rural Massachusetts ... handsome ... athletic ... keenly aggressive in everything he does ... *Neutralist with 5 POWS*

Heinrich Hesse Second generation German ... prosperous farmer in rural Massachusetts ... operates fine brewery ... called "Happy Boy" by friends ... married with two children ... interested in falconry ... greatly respected in rural community ... *Neutralist with 20 POWS*

Section 2: Middle Colonies—Pennsylvania, with a population of about 40,000 in 1770, represents the Middle Colonies

AREA: PHILADELPHIA

Cornelius Van Renslar Third generation Dutch ... resident of Philadelphia ... wealthy banker and landowner of vast estates ... a real "lady's man" ... most eligible bachelor in the city ... finds the mob and revolutionaries disgusting ... *Loyalist with 100 POWS*

Thomas Singleton Painter Third generation English ... resident of Philadelphia ... friend of Benjamin Franklin ... deist ... librarian ... school teacher ... intellectual ... has quietly advocated revolution for several years ... *Patriot with 100 POWS*

James Earle Warren Third generation English ... resident of Philadelphia ... respected medical doctor with Loyalist and Patriot friends and patients ... lost an arm in the French and Indian War ... *Neutralist with 40 POWS*

Benedict Bradford Second generation English ... resident of Philadelphia ... customs agent and tax collector ... his wife recently ran away with the landlord ... has always had a nervous condition ... usually drinks too much ... *Neutralist with 35 POWS*

David Rosenbloom First generation German ... resident of Philadelphia ... Jewish ... shopkeeper ... keen wit ... believes in revolutionary ideals but tends to be dominated by his Anglophile wife, who wants to return to her home in England ... *Neutralist with 25 POWS*

Ingmar Elfsborg First generation Swede ... resident of Philadelphia ... iron master ... required to send pig iron to England but has organized illegal fabricating industry (nails, tools, stones) stands 6'8" tall ... *Neutralist with 30 POWS*

IDENTITIES - 2

AREA: RURAL PENNSYLVANIA

Benjamin Churchill Second generation English ... many relatives in England ... wealthy merchant who resides on his country estate ... greatly respected by his workers for his humanity and fairness ... *Loyalist with 100 POWS*

Jacques de Crevecoeur Second generation French ... young farmer who recently married and lives in rural Pennsylvania ... strong respect for the law but has increasing distrust for British officials ... wants to go west to start new life ... *Patriot with 100 POWS*

William Penn Windom First generation English Quaker farmer with large family ... resides in rural Pennsylvania ... firm believer in the brotherhood of all mankind ... recently has experienced tough times financially ... *Neutralist with 20 POWS*

John Calvin Kleinschmidt First generation German ... devout Presbyterian recently became widower feels increasingly alone on his farm in rural Pennsylvania ... becoming a recluse ... feels weak and sickly ... losing desire to live ... *Neutralist with 15 POWS*

Dirk Vandermeter First generation Dutch ... former indentured servant in New York now living in rural Pennsylvania ... strong believer in freedom ... farmer who is working at becoming a more skillful artist ... *Neutralist with 5 POWS*

Wiley Wigglesworth First generation English ... resides in rural Pennsylvania ... a miller who has learned how to get along with everyone ... enjoys going to the local tavern for drinking ... considered a lively, friendly man ... *Neutralist with 10 POWS*

Section 3: Southern Colonies—South Carolina, with a population of about 12,000 in 1770, represents the Southern Colonies

AREA: CHARLESTON

Christopher Lancaster Fourth generation English ... 55-year-old Anglican minister ... resides in Charleston ... pious man who feels that Mother England has a duty to instill Christianity and civilization in the colonies ... excellent speaker ... *Loyalist with 100 POWS*

Daniel Marlborough Third generation English ... resident of Charleston ... molasses smuggler whose activities are under constant surveillance by the British, who suspect him of illegal activities ... a large appetite for life, particularly food ... *Patriot with 100 POWS*

Marcel Minuet First generation French ... resident of Charleston ... quiet, reserved, gentle human ... a skilled shipbuilder who talks slowly as he works with wood ... enjoys sports associated with horses ... detests England but fears mob rule ... *Neutralist with 35 POWS*

Reginald Marshfield Second generation English ... resident of Charleston ... successful merchant ... lost leg in childhood accident ... happily married with six children ... his wife is related to the Hapsburgs family in Austria ... *Neutralist with 30 POWS*

Jonathan MacIntosh Third generation Scotch ... resident of Charleston ... physically powerful man ... blacksmith with Patriot, Loyalist, and Neutralist customers ... smokes cigars and talks incessantly ... *Neutralist with 25 POWS*

Samuel Sheffield Second generation English ... resident of Charleston ... skilled furniture craftsman ... tells the worst jokes, but considers himself a wit ... can get obnoxious when he drinks too much ... wants to expand his business ... *Neutralist with 15 POWS*

AREA: RURAL SOUTH CAROLINA

James MacAlister Third generation Scotch ... former indentured servant ... back country Scotch farmer living in rural South Carolina ... grave fear of Indians on the frontier where he lives ... *Loyalist with 100 POWS*

Patrick Adams Third generation English ... rural lawyer in small town in South Carolina ... land speculator interested in making a fortune from lands west of the Appalachians ... *Patriot with 100 POWS*

James Knox Worth Second generation Scotch Presbyterian ... back country minister in small South Carolina town ... approaches life with a poker face ... completely unemotional ... has thick beard and mustache to hide his gaunt appearance ... very proper manners ... *Neutralist with 20 POWS*

Charles Granville Third generation English ... resides in rural South Carolina ... tidewater indigo planter with 150 slaves ... real love is architecture ... married with five children ... visits the continent twice a year ... *Neutralist with 40 POWS*

Morgan Miller Second generation English farmer resides in rural South Carolina ... has three slaves ... dreams of becoming a rich plantation owner ... hard-working and industrious ... loves to read history and poetry, but has little leisure ... *Neutralist with 10 POWS*

Henry Kennedy Second generation Scotch-Irish ... poor, back country farmer in rural South Carolina ... his wife is constantly nagging him to return to the city ... well-liked and trusted in his area because he is known as a man of integrity ... *Neutralist with 5 POWS*

PACTS (PRESSURE ACTIONS)

Important explanation: Here are the PACTS (Pressure Actions) your faction can take in this simulation. The amount of POWS (Power Units) you must "spend" to carry out each action follows the action's description as a **cost**; the amount of POWS lost by the person/faction against whom you direct this action is given as an **effect.** (**Example:** If you are a Patriot who marches in a demonstration against a specific Loyalist, it costs you one POW and all Loyalists lose two POWS. ***Note:*** *Some actions cannot logically be used against anyone though they might be worth the cost to you.*) Your faction may take any three of these actions per cycle—but no more. Also remember that any action must be taken against a specific individual or faction on a PACTS TAKEN sheet. **Note well:** For bodyguards to protect you, you must hire them each time PACTS are announced. (However, you don't have to show written evidence that you have hired them until someone takes a PACT against you.) Finally, your teacher may use your POWS as "grade points" for the unit; therefore, *carefully consider how you use your POWS.*

PATRIOTS

1. Hire bodyguard to protect you—this stops any action against you, your family, or your business: **Cost = 20 POWS; effect = 0 POW**
2. March in a parade or other demonstration: **Cost = 1 POW; effect = 2 POWS**
3. Hang an effigy: **Cost = 2 POWS; effect = 4 POWS**
4. Distribute revolutionary pamphlets: **Cost = 3 POWS; effect = 6 POWS**
5. Join the Committees of Correspondence: **Cost = 4 POWS; effect = 8 POWS**
6. Join the Sons of Liberty: **Cost = 10 POWS; effect = 0 POW**
7. Boycott merchandise: **Cost = 5 POWS; effect = 10 POWS**
8. Intimidate and harass someone: **Cost = 7 POWS; effect = 14 POWS**
9. Tar and feather someone: **Cost = 10 POWS; effect = 20 POWS**
10. Destroy private property (e.g., burn a house): **Cost = 20 POWS; effect = 40 POWS**

LOYALISTS

1. Petition the king to punish the rebels: **Cost = 1 POW; effect = 5 POWS**
2. See that the laws are strictly enforced: **Cost = 2 POWS; effect = 5 POWS**
3. Hire spies to gather intelligence: **Cost = 3 POWS; effect = 5 POWS**
4. Make sure the taxes are collected: **Cost = 3 POWS; effect = 6 POWS**
5. Refuse to patronize a particular business: **Cost = 4 POWS; effect = 8 POWS**
6. Boycott certain establishments: **Cost = 5 POWS; effect = 10 POWS**
7. Have someone arrested: **Cost = 7 POWS; effect = 14 POWS**
8. Hire bodyguards to protect your business—this stops any action against your business: **Cost = 15 POWS; effect = 0 POW**
9. Hire a gang of toughs to rough up someone: **Cost = 10 POWS; effect = 20 POWS**
10. Hire bodyguards to protect your family: (This stops any action against you, your home, and your family.) **Cost = 30 POWS; effect = 0 POW**

NEUTRALISTS

1. Write a protest letter: **Cost = 1 POW; effect = 2 POWS**
2. Petition the government: **Cost = 2 POWS; effect = 4 POWS**
3. Attend a grievance meeting: **Cost = 3 POWS; effect = 6 POWS**
4. Publicly criticize someone: **Cost = 4 POWS; effect = 8 POWS**
5. Hire bodyguards to protect you, your home, family, and business—this stops any action against you: **Cost = 30 POWS; effect = 0 POW**
6. Boycott merchandise: **Cost = 5 POWS; effect = 10 POWS**
7. Refuse to pay your taxes: **Cost = 5 POWS; effect = 10 POWS**
8. Refuse to permit troops to be quartered in your home: **Cost = 7 POWS; effect = 14 POWS**
9. Join the Patriots by publicly announcing you are becoming a member of the Sons of Liberty: **Cost = 20 POWS; effect = 0 POW**
10. Join the Loyalists by publicly announcing you are a loyal subject of the king: **Cost = 10 POWS; effect = 0 POW**

RULES OF PROCEDURE

Study these rules carefully so that you will be able to participate effectively during Congressional phases of the simulation.

General rules

1. The delegates to the Congress should assemble in faction meetings and select a chairperson for that delegation. A simple majority is needed for election.
2. The chairperson for the entire Congress will be appointed by the teacher in the following sequence:
   a. Stamp Act Congress—Neutralist from the Southern Colonies
   b. First Continental Congress—Loyalist from the Middle Colonies
   c. Second Continental Congress—Patriot from the New England Colonies
3. The delegates to each Congress should sit facing the front of the room as follows for all three Congresses: Patriots on the left; Loyalists on the right; Neutralists in the center.
4. Each delegate has one vote during the proceedings.
5. The chairperson, or one so designated by the chair, presides over all meetings at the Congress.
6. Delegates may speak only if they have been recognized by the chair; delegates may communicate with each other, however, by writing notes.
7. Recess motions are permissible, but are limited to two minutes. Any delegate may request and obtain a recess if a majority of the Congress so votes.

Chairperson's directions

1. With your instructor's help, arrange the room with your desk in front. If possible place a lectern in a "speech area" located in the center of the "floor."
2. Ask everyone to sit down. Then ask for quiet. After asking for quiet twice, you have the power to fine anyone 1-3 POWS. If a person continues to be unruly, have the sergeant-at-arms—i.e., your instructor—remove him/her.
3. Ask all to rise and sing *either* "God Bless America" or "God Save The King."
   a. You may wish to compromise and have both songs sung.
   b. If you feel that this move would cause too much dissension, omit it and proceed to the proposals.
4. Call for motions on the proposals. The Congress may take action only by formal motion as follows:
   a. A delegate makes one of the motions given below;
   b. Another member "seconds" the motion (otherwise the motion dies);
   c. The Congress discusses the proposal;
   d. The Congress votes on the proposal.

   Only a simple majority is needed to pass any proposal. Ties are considered a negative vote. The chair always votes last. Here are motions delegates *may* make:
   - "Ms. (or Mr.) Chairperson, I move that we consider ... (some action—e.g., Proposal #1)."
   - "Mr. (or Ms.) Chairperson, I move to table the motion on the floor." (No discussion; the vote is taken immediately. Normally a successful motion to table "kills" a motion.)
   - "Ms. (or Mr.) Chairperson, I move for a recess." (May be offered at any time. The recess cannot last more than two minutes.)
5. Proposals are considered under a *closed rule*. They cannot be amended; nor can other proposals be offered.
6. Permit whoever made the motion two minutes to explain why the proposal should be adopted.
7. Open the floor to the delegates for a 5-10 minute debate on the proposal. Delegates may move to end debate, to table, or to recess; but they cannot offer a new proposal until the one on the floor is either accepted or rejected.

RULES OF PROCEDURE

8. Follow these *rules for debate:*
   a. Speakers must stand and be recognized by you before being given the floor.
   b. All speakers are limited to no more than two minutes.
   c. Each delegate may speak only once unless another relinquishes his/her time.
   d. Motions to end debate, to table, or to recess, if seconded, must be voted on immediately. (Only a simple majority is needed to adopt the proposal, to end debate, or to obtain a recess, but a 2/3 majority is needed to table.)
   e. Vote counts on all motions can be taken in any of the following ways:
      - *by voice:* Simply ask all those in favor to say "aye" and those opposed to say "nay." Then decide who wins.
      - *by tally:* If a member asks for a "Division of the Congress," ask all who are in favor to stand. Then quickly tally their total votes. Next do the same for all who are opposed. Announce who wins.
9. After all proposals have been debated and voted upon, record the official results on the ACTIONS OF ___ CONGRESS sheet and submit it to your teacher.

Delegates' directions

1. After the chairperson has brought the Congress to order, you may make any of the following motions; however, before you do, carefully note the motion's effect:
   - "I move to adopt Proposal # ..." *Effect:* This brings a proposal before the Congress to be considered for possible adoption.
   - "I second the motion ..." *Effect:* This requires the Congress to consider the proposal.
   - "I move to end debate ... (or to call for the question ...)" *Effect:* This asks the chair to take a vote of the Congress to end debate in order to vote on the motion on the floor.
   - "I move to recess ..." *Effect:* This is used to get a recess of up to two minutes—usually used for bargaining purposes.
   - "I rise for a point of order ..." *Effect:* This allows you to ask a question about procedure. (Normally your teacher will act as parliamentarian.)
   - "I move to table ..." *Effect:* This asks that the motion be put aside for later consideration. The usual effect is to "kill" the motion since it requires a 2/3 vote to pass and later, a 2/3 vote to remove from the "table" for reconsideration.
2. During debate you may speak only once for no longer than two minutes on any proposal. To speak again you must arrange for another delegate to be recognized by the chair in order to give you his/her time.
3. Note carefully the two voting methods listed in the instructions for the chairperson (see 8e under the Chairperson's directions).
4. When the final vote is taken on any proposal, record all votes as they are given. This will help you keep track of the way the voting is going and may influence your decision to "pass" or ask for "a recess."

Scoring rules

1. As a delegate, you will gain or lose POWS at each Congress, depending on the number of proposals adopted or defeated. For each proposal adopted, each Patriot receives 10 POWS; for each proposal defeated, each Loyalist receives 10 POWS. Patriots and Loyalists must remain with their delegations even though they may be losing badly.
2. Neutralists do not receive any POWS for voting unless they move to one side of the room or the other **prior** to the vote. After the vote, however, they *may* move back to the center. Naturally, Neutralists want to keep in mind the power of the PACTS.

DEBRIEFING QUESTIONS

Directions: Explain what you believe and what you know about the question given to your debriefing group. Also listen carefully to what others have to say and jot down short notes as you will be the "expert" on this question when you return to your original factional group. When you do return, your duty will be to lead a discussion on this question and to participate in a discussion on the other questions. Also take notes because your teacher may decide to use these questions as the basis for an essay exam to conclude your INDEPENDENCE 2 experiences.

1. What were the **internal difficulties and disputes** that the colonists had to overcome in order to make a united movement for independence?

2. What are the **major political theories** contained in the Declaration of Independence? Do they have any relevance today? Explain.

3. What were the **techniques of revolution** the colonists developed from 1763 to 1776? Could the independence movement have succeeded without these revolutionary techniques?

4. What were the **economic, social, and political reasons** for colonial unrest? Which was most important in bringing about the revolution?

5. Could you **ever actively participate** in a revolution? Why?

6. When is **revolution justified**?

internal difficulties and disputes ...

major political theories ...

techniques of revolution ...

economic, social, and political reasons...

ever actively participate ...

revolution justified ...